***Angela Garza***

***5/4/2009***

***Part 2 Instructions***

***The reading by Andrews and Ridenour, Gender in schools: A qualitative study of students in educational administration is included in this week’s reading assignment, address each of the questions. Be as brief as possible.***

***(For scoring criteria, refer to Week 4 Part 2 Rubric)***

***NOTE: To receive credit for your response you must provide an explanation, discussion, or give an example. Do not just give a “yes” or “no” or restate the question as your response. In addition, you must use text citations throughout your responses and these must be cited correctly according to APA 5th Ed.***

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| Provide the APA reference for the research report article assigned for this assignment.  Andrews, M. L., & Ridenour, C. S. (2006). Gender in schools: A qualitative study of students in educational administration. *Journal of Educational Research, 100*(1), 35-43. |

***Problem/Purpose***

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| What is the purpose or problem for research and is it clearly stated?  The purpose of the research is to show how gender affects students in preparation of becoming school leaders. Andrew and Ridenour state, “We examined gender-awareness training as part of a school administrator preparation program and its effects on students preparing to become school leaders.” (2006). |
| Explain why or how this research was important (significance).  This research is significant in that it discuss how gender has its effects on student preparation for future administrational leaders. The research used a variety of methods of gathering information. Andrew and Ridenour state developed rationale using theoretical development on diversity, data showing gender fairness has not been achieved in schools, and preparation needed for men and women for leadership positions (2006). |

***Literature Review***

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| Do the researcher(s) critically evaluate previous findings or only summarize what is known?  The researchers summarize others findings from references. Throughout the research there are breakdowns of what research they applied to the article. The research process is analyzed the entire article as far as how results were gathered, implemented, and finalized. |
| Does this literature review support the need for the research and relate previous studies to the purpose or problem for research?  The literature review used supports the researcher points and findings. For example, the research discusses the effects of gender, and Andrew and Ridenour gather from Emerson, Fretz, and Shaw, 1995, “We analyzed the journal entries to determine how often the student reflected on a topic regarding gender and at what points in the intervention they recorded awareness of gender issues (2007). |

***Research Questions***

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| Are the research questions or hypothesis consistent with any known facts or a theory?  There are not any known facts mentioned. All the research is based on data gathered. Newman and Benz state, “Furthermore, qualitative research is intended to build, rather than test, understanding and theory (1998). |
| Does the research purpose address professional practice? Briefly explain.  The research does address professional practice. The research gathers data to analyze a variety of methods and findings that can benefit preparation of students for gender differences in administrational leadership roles. |

***Methodology***

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| Are the procedures, design and instruments employed sufficiently described to allow another researcher to replicate the study?  The research procedures were thoroughly described. The authors list the design in five phases. They give a minimum of one paragraph explanation per each phase. The article gives detail of what phase is beginning with a heading and which is the ending with a brief final phase conclusion. |
| Is the sample or population fully described?  The sample population is described in the abstract and throughout the article. Andre and Ridenour write, “In this qualitative study, 122 graduate students in cultural diversity course maintained journals of their experiences (2006). Further in the article it is explained how it is subdivided, expectations, process and gathering of data collection, and results. |
| (Qualitative Research)How was data collected?  The data was collected through research articles. Andre and Ridenour state that graduate students maintained journal articles with five groups of data collection process (2006). Data was collected through definitions of diversity, individual journal entries over fourteen weeks, personal essay, six written assignments, and field notes (2006). |

***Results***

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| (Qualitative Research) Was the data representative of naturally occurring behavior?  A portion was collected from natural occurring behavior. The students were asked to gather and write findings in journals. The results were actual written articles of students implying natural behavior with the exception of guidelines used. Guidelines such as the five qualitative evidence of data collection (2006). |
| (Qualitative Research) Are multiple perspectives presented?  With 122 students there are a variety of perspectives. The students are all limited to the five qualitative collection questions, but free to write in their journals as they feel affected. |
| (Qualitative Research) Were the researcher’s preconceptions and biases acknowledged?  The preconceptions and biases were acknowledged through the literature review and data collection results. With the support of results and references, the article’s perceptions should be acknowledged. |

***Discussion, Implications, Conclusions***

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| Are the conclusions and generalizations consistent with the findings?  The conclusions are consistent with the findings. In the final paragraph, Andrew and Ridenour state, “Our results suggest that the important dimensions of gender equity can be influenced by the educational administration curriculum, and specifically, by a course in cultural diversity (2006). |
| List some specific implications of the findings. (Minimum of two)  The purpose of the article was to state how gender effects students in preparation for administration leadership roles. Andrew and Ridenour state, “Emergent themes from the experiences of study participants suggest that there is an impact on students’ understanding of stereotypes, their awareness of gender, discrimination, and the limitations of gender-biased language use” (2006).  The articles main topic is discussed throughout. In conclusion of the research topic, Andrew and Ridenour state, “Demonstrating the value-added evidence of university programs that prepare teachers and administrators is likely to appear soon on the political landscape” (2006). This supports the research, and how it might have some resolution to the problem. |
| Do the researcher(s) discuss limitations of the study?  The researchers do discuss limitations by stating the amount of students used in the abstract, and briefly explaining the methods used. The researchers limit the study through literature review that pertains to that topic, and giving the five methods of gathering information from the students. |